



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8140 E. Golflinks Road, Tucson, AZ 85730

Arizona Community Development Corporation

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Underperforming
2003-04	Not Evaluated
2002-03	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Randy Musgrove
 Schedule : 07:30 AM to 06:00 PM
 Grades : K-9
 2005 Enrollment : 490
 Web Address : www.lpatucson.org
 Phone Number : (520) 733-7373
 Fax Number : (520) 733-7392
 E-mail : musgrover@qwest.net

Mission

La Paloma Academy is committed to providing the highest quality education where children can achieve their full academic potential. This is accomplished by individualized instruction, low teacher-student ratios and a highly qualified teaching staff. Our goal is to provide a safe, structured environment, which encourage the development of strong family values, where a child becomes not only a well-rounded scholastic student, but also a life-long responsible citizen.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teach core subjects: Math, Reading, Language Arts, Science, History, Health/PE, Music, Foreign Language, etc., as documented in the Arizona Academic Standards with excellence to achieve mastery. Our goal is to see 80% of our students pass AIMS.
- ü To teach character development and personal accountability that promotes positive peer relationships, strong family life and responsibility toward their community. To instill a love of learning allowing for diversity and creativity.
- ü To incorporate a service project for each classroom to encourage becoming a responsible community member. The classroom teachers will design and implement community project. Our goal is to observe the participation of at least 75% of the students.
- ü Encourage school community pride and positive peer relationships through family bonding, class bonding, and school bonding to the community. We strive for Cross-grade tutoring and mentoring, positive peer pressure and group bonding activities.

Enrollment

October 1, 2004 School Year Student Enrollment : 384
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 490

Instructional Programs

- ü Full Computer Lab
- ü After School Sports Programs
- ü On-site Special Education
- ü Full Athletic Program
- ü Free Before School Remedial Program
- ü Free After School Remedial Program
- ü Free Summer School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

It is La Paloma Academy's responsibility to make available all policies, academic expectations, and calendars. Communication between home and school is the beginning of a true partnership. Each week both a class and schoolwide newsletter go home.

Parents

It is the responsibility of the parent/guardian to read and understand all policies and procedures and to communicate regularly with their child's teacher. Parents are ultimately responsible to see that their child is properly educated.

Transportation Policy

No transportation is available at this time.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü New School	

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	84	79306	97	99	99	425	424	445	23	18	10	35	36	18	32	39	51	10	6	20
All Students (Prior Year)	27	69	75509	100	100	100	461	491	521	41	26	13	52	37	23	0	21	33	7	16	31
Female	18	45	38691	100	100	99	439	432	446	7	13	10	47	38	18	33	40	52	13	10	20
Male	18	38	40583	95	95	99	411	414	445	38	25	11	25	36	18	31	36	50	6	3	21
African American	NC	13	4041	NC	93	99	NC	422	426	NC	8	17	NC	46	23	NC	46	50	NC	0	10
Hispanic	10	35	32869	100	100	99	404	412	429	29	20	15	43	47	25	29	33	51	0	0	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	16	33	36197	89	94	99	433	434	463	21	19	5	36	26	11	29	42	53	14	13	31
Students with Disabilities	NC	11	10321	NC	100	100	NC	410	389	NC	55	30	NC	9	27	NC	18	34	NC	18	9
Students without Disabilities	30	73	69060	97	99	98	428	426	454	16	12	7	40	41	17	36	42	54	8	5	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	15	37	39415	71	80	96	420	416	431	27	22	15	27	43	25	47	32	50	0	3	10
Non-Economically Disadvantaged	21	47	39966	100	100	100	429	431	459	19	15	6	44	30	12	19	45	52	19	10	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	84	79395	97	0	99	432	433	446	16	13	9	32	32	25	42	49	55	10	5	11
All Students (Prior Year)	27	69	75492	100	100	100	485	501	519	44	28	12	26	25	16	22	34	47	7	13	24
Female	18	45	38743	100	0	100	444	443	451	7	8	7	27	30	24	53	55	57	13	8	12
Male	18	38	40618	95	0	99	422	422	440	25	19	11	38	36	27	31	42	53	6	3	9
African American	NC	13	4052	NC	0	100	NC	442	434	NC	0	11	NC	38	29	NC	54	54	NC	8	6
Hispanic	10	35	32915	100	0	99	402	420	426	29	17	15	43	43	35	29	40	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	16	33	36221	89	0	99	444	441	465	14	13	4	21	23	15	50	55	63	14	10	17
Students with Disabilities	NC	11	10331	NC	0	100	NC	420	388	NC	45	25	NC	18	37	NC	18	34	NC	18	4
Students without Disabilities	30	73	69139	97	0	99	432	435	454	12	8	7	32	35	24	48	55	58	8	3	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	15	37	39484	71	0	96	430	426	429	20	16	14	27	38	35	47	41	47	7	5	4
Non-Economically Disadvantaged	21	47	39986	100	0	100	435	439	461	13	10	4	38	28	16	38	58	63	13	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	84	78869	97	99	99	422	436	442	10	5	6	26	26	21	61	66	63	3	3	10
All Students (Prior Year)	26	68	75053	100	100	99	464	543	597	38	16	7	23	21	12	38	57	72	0	6	9
Female	18	45	38536	100	100	99	454	457	458	7	3	4	13	20	15	73	73	67	7	5	14
Male	18	38	40302	95	95	99	391	413	428	13	8	8	38	33	26	50	58	60	0	0	7
African American	NC	13	4015	NC	93	99	NC	446	430	NC	0	8	NC	23	24	NC	69	61	NC	8	7
Hispanic	10	35	32606	100	100	98	356	418	426	29	7	8	43	40	27	29	53	60	0	0	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	16	33	36078	89	94	99	440	444	459	7	6	4	21	16	16	64	74	66	7	3	14
Students with Disabilities	NC	11	10246	NC	100	100	NC	374	367	NC	27	18	NC	36	39	NC	36	40	NC	0	4
Students without Disabilities	30	73	68697	97	99	98	434	446	454	4	2	4	28	24	18	64	71	67	4	3	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	15	37	39106	71	80	95	432	431	427	7	3	8	20	35	28	73	59	59	0	3	5
Non-Economically Disadvantaged	21	47	39837	100	100	100	413	440	457	13	8	4	31	18	14	50	73	67	6	3	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	89	78906	100	100	99	482	478	498	14	24	13	23	20	19	63	55	48	0	1	20
All Students (Prior Year)	29	61	76019	97	98	100	466	471	499	21	27	14	61	46	39	7	5	14	11	22	33
Female	16	38	38644	100	97	99	495	485	500	7	20	12	20	20	19	73	57	49	0	3	19
Male	24	51	40236	100	100	99	472	473	497	20	27	15	25	20	19	55	53	46	0	0	20
African American	NC	13	4087	NC	100	99	NC	491	481	NC	17	20	NC	17	24	NC	58	45	NC	8	11
Hispanic	12	30	31938	100	97	99	471	471	481	25	28	19	25	28	25	50	45	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	20	42	36483	100	100	99	488	481	517	6	22	7	28	16	13	67	62	51	0	0	30
Students with Disabilities	NC	13	10664	NC	100	100	NC	450	430	NC	50	42	NC	30	27	NC	20	26	NC	0	5
Students without Disabilities	36	76	68310	95	96	98	486	482	509	13	20	9	19	19	18	69	60	51	0	1	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	16	36	38679	89	95	96	479	477	483	13	22	20	25	22	25	63	56	45	0	0	10
Non-Economically Disadvantaged	24	53	40295	100	100	100	485	480	513	16	25	7	21	18	13	63	55	50	0	2	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	90	78908	100	0	99	478	469	484	9	12	10	29	37	23	60	47	58	3	4	9
All Students (Prior Year)	29	61	76020	97	98	100	495	493	503	32	39	25	29	19	23	32	36	40	7	7	12
Female	16	39	38648	100	0	99	503	487	489	0	8	8	0	17	22	93	67	61	7	8	10
Male	24	51	40233	100	0	99	458	455	479	15	16	12	50	53	25	35	31	55	0	0	8
African American	NC	13	4092	NC	0	99	NC	479	473	NC	8	12	NC	25	28	NC	58	54	NC	8	5
Hispanic	12	30	31940	100	0	99	467	464	465	25	21	16	25	31	32	42	45	49	8	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	20	43	36502	100	0	99	483	471	502	0	5	4	33	47	14	67	45	67	0	3	15
Students with Disabilities	NC	13	10665	NC	0	100	NC	432	423	NC	40	30	NC	50	36	NC	10	31	NC	0	2
Students without Disabilities	36	77	68312	95	0	98	482	474	493	6	8	7	25	35	21	66	52	62	3	4	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	16	36	38662	89	0	96	468	466	468	6	14	16	44	36	32	50	47	49	0	3	3
Non-Economically Disadvantaged	24	54	40315	100	0	100	486	472	498	11	11	5	16	38	15	68	47	66	5	4	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	90	78750	100	100	99	480	478	500	9	9	6	40	42	29	51	49	63	0	0	2
All Students (Prior Year)	28	60	75673	93	97	100	508	481	530	7	21	12	41	36	25	52	43	58	0	0	4
Female	16	39	38586	100	100	99	528	511	515	0	0	4	20	28	22	80	72	71	0	0	3
Male	24	51	40135	100	100	99	444	451	486	15	16	8	55	53	35	30	31	56	0	0	1
African American	NC	13	4081	NC	100	99	NC	509	488	NC	0	8	NC	33	32	NC	67	59	NC	0	2
Hispanic	12	30	31841	100	97	99	478	478	483	8	7	8	42	48	36	50	45	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	20	43	36440	100	100	99	480	474	516	11	11	3	28	39	22	61	50	71	0	0	4
Students with Disabilities	NC	13	10622	NC	100	100	NC	385	415	NC	40	21	NC	50	50	NC	10	28	NC	0	1
Students without Disabilities	36	77	68196	95	97	98	490	491	513	6	4	3	38	41	25	56	55	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	16	36	38558	89	95	96	477	468	485	0	8	8	63	50	37	38	42	54	0	0	1
Non-Economically Disadvantaged	24	54	40260	100	100	100	482	486	514	16	9	3	21	36	21	63	56	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	69	78250	95	97	99	517	522	548	37	33	21	37	33	18	21	31	48	5	3	13
All Students (Prior Year)	32	70	75001	97	96	99	446	443	468	59	57	37	31	31	36	6	10	16	3	1	10
Female	18	33	38071	95	97	99	511	513	549	40	40	20	33	30	19	27	30	49	0	0	12
Male	24	36	40126	96	97	99	521	531	547	35	26	23	39	35	17	17	32	46	9	6	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	11	20	29129	100	100	99	509	513	527	56	47	32	11	18	23	33	35	40	0	0	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	27	43	38320	100	93	99	523	526	568	28	27	12	44	37	14	20	32	55	8	5	19
Students with Disabilities	NC	11	9329	NC	92	100	NC	477	454	NC	80	64	NC	10	18	NC	0	16	NC	10	2
Students without Disabilities	37	58	68996	97	98	99	520	531	561	33	24	16	39	37	18	24	37	52	3	2	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	20	33388	NC	83	94	NC	521	530	NC	40	32	NC	20	22	NC	40	40	NC	0	5
Non-Economically Disadvantaged	34	49	44937	100	100	100	516	523	561	33	30	13	43	39	15	17	27	54	7	5	18

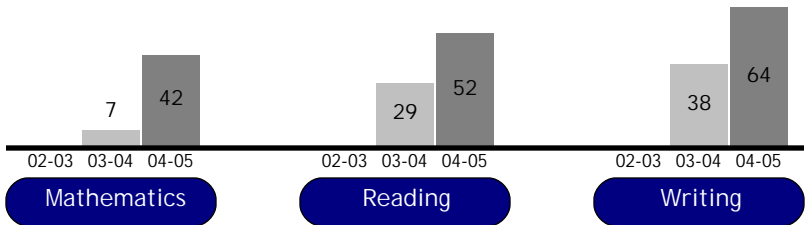
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	69	78302	95	0	99	505	509	512	11	9	11	26	28	25	63	61	57	0	2	7
All Students (Prior Year)	33	71	74918	100	97	99	491	486	497	30	38	32	30	18	19	36	41	35	3	3	15
Female	18	33	38082	95	0	99	503	504	518	13	13	8	20	30	24	67	57	61	0	0	7
Male	24	36	40166	96	0	99	506	513	507	9	6	14	30	26	26	61	65	54	0	3	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	11	20	29152	100	0	99	493	488	492	22	12	17	22	53	34	56	35	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	27	43	38347	100	0	99	512	518	531	4	7	5	28	20	17	68	71	68	0	2	10
Students with Disabilities	NC	11	9353	NC	0	100	NC	468	429	NC	40	40	NC	30	38	NC	30	22	NC	0	1
Students without Disabilities	37	58	69024	97	0	99	509	516	524	6	4	7	27	28	23	67	67	62	0	2	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	20	33398	NC	0	94	NC	509	495	NC	10	18	NC	25	35	NC	65	46	NC	0	2
Non-Economically Disadvantaged	34	49	44979	100	0	100	505	509	525	10	9	6	27	30	18	63	59	66	0	2	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	69	78094	95	97	99	538	533	545	0	2	3	29	27	18	71	72	77	0	0	2
All Students (Prior Year)	33	70	74503	100	96	99	460	461	491	6	11	9	48	44	32	45	43	51	0	1	8
Female	18	33	38025	95	97	99	536	534	558	0	3	2	40	27	13	60	70	82	0	0	2
Male	24	36	40013	96	97	99	539	532	534	0	0	5	22	26	23	78	74	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	11	20	29068	100	100	99	522	521	523	0	6	5	44	29	27	56	65	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	27	43	38265	100	93	99	546	541	564	0	0	2	24	24	11	76	76	84	0	0	3
Students with Disabilities	NC	11	9275	NC	92	100	NC	493	444	NC	10	14	NC	50	46	NC	40	39	NC	0	1
Students without Disabilities	37	58	68892	97	98	98	541	541	559	0	0	2	27	22	14	73	78	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	20	33296	NC	83	94	NC	544	527	NC	5	5	NC	10	27	NC	85	67	NC	0	0
Non-Economically Disadvantaged	34	49	44871	100	100	100	533	528	559	0	0	2	33	34	12	67	66	84	0	0	3

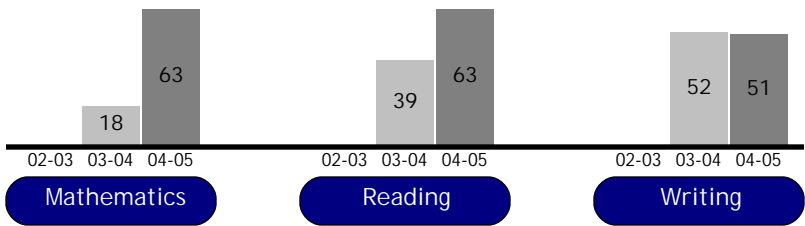
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

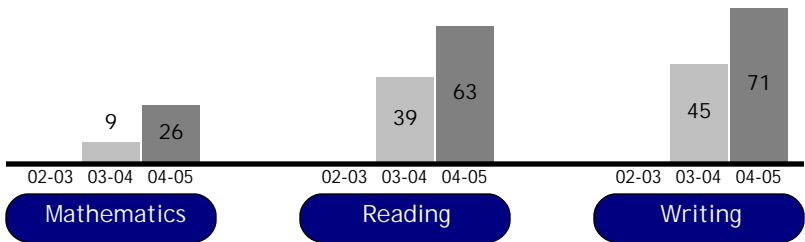
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	56	50	--	--	NA	58	98	54	47	47
	Language	--	--	41	43	--	--	28	50	98	60	51	47
	Mathematics	--	--	47	57	--	--	49	64	98	65	58	50
3	Reading	--	--	44	47	--	--	NA	55	97	38	36	44
	Language	--	--	49	54	--	--	55	61	97	39	36	44
	Mathematics	--	--	53	54	--	--	56	61	97	40	37	51
4	Reading	--	--	59	52	--	--	NA	56	100	37	40	48
	Language	--	--	51	48	--	--	41	52	100	41	45	49
	Mathematics	--	--	62	57	--	--	50	61	100	43	46	53
5	Reading	--	--	55	50	--	--	NA	55	100	47	40	50
	Language	--	--	41	46	--	--	33	49	100	47	42	50
	Mathematics	--	--	57	57	--	--	48	63	100	46	41	49
6	Reading	--	--	55	53	--	--	NA	56	100	44	46	51
	Language	--	--	39	45	--	--	34	48	100	41	45	47
	Mathematics	--	--	59	62	--	--	51	66	100	45	47	52
7	Reading	--	--	61	51	--	--	NA	54	94	48	46	50
	Language	--	--	66	54	--	--	30	58	94	50	52	52
	Mathematics	--	--	65	58	--	--	48	62	96	37	40	50
8	Reading	--	--	57	53	--	--	NA	55	95	52	51	51
	Language	--	--	55	49	--	--	33	52	95	51	51	50
	Mathematics	--	--	63	58	--	--	53	61	95	38	42	53
9	Reading	--	--	--	41	--	--	--	42	--	--	--	51
	Language	--	--	--	42	--	--	--	42	--	--	--	50
	Mathematics	--	--	--	60	--	--	--	63	--	--	--	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

3 School Administrator(s)
 1 Non-certified Employee(s)
 23 Teacher(s)
 23 Parent(s)
 0 Community Member(s)
 23 Student(s)

Council Duties

Ü Coordinate Parent Participation
 Ü Fundraising
 Ü Community Projects
 Ü Events
 Ü Award Nominations and Selection
 Ü Homeroom Coordinator

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator

3.00

Teacher

31.00

Other Professional Staff

4.00

Teacher Aide

4.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

12

4

0

1

4 to 6 years

1

0

0

0

7 to 9 years

0

0

0

0

10 or more years

0

2

0

1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.

32

Teachers with Emergency Certificaton.

0

Percent of teachers in the school with Emergency/Provisional Certification

0%

Percent of core classes not taught by Highly Qualified Teachers

0%

Resources Available at School Site

Special Facilities

Ü Gymnasium, Swimming Pool

Ü Computer Lab/Library

Ü Outdoor Volleyball and Basketball Courts

Extracurricular Activities

Ü Student Council

Ü Girls Softball

Ü Boys and Girls Basketball

Ü Boys and Girls Soccer

Ü Girls Volleyball/Cheerleading

Ü Swim Team

Ü Boys Flag Football

Social Services

Ü Family Values Parenting Classes

Ü Young Life Partnership

Ü Counseling Services

Ü Citizenship Classes

Ü Recreational Activities

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Athletic Achievements
Won the boys basketball league while going undefeated
- ü Monthly Character Counts student awards. Awarding students from all grades who demonstrate excellent character counts traits
- ü Student council and Student Academic Awards, awarding students who participated in serving and representing their student body
- ü Community Awards
Awarding classes who successfully completed community projects that promoted La Paloma's commitment back to its community

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	34	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We feel it is important to develop a partnership between parents, teachers, and administration. We have worked with parents to adopt a discipline strategy for all grades, which includes a no tolerance plan for bullying, and increased school monitors.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Raena Janes	(520) 733-7373
Transportation Policy		
Community Resources	Andrea Smith	(520) 721-4205
School Nutrition Programs	Craig Janes	(520) 721-4205
Parent Organization	Irma Gonzalez	(520) 861-2699
Student Health/Nurse	Anissa Majuta	(520) 733-7373

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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